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There can be no doubt that we shall have more efforts of the sort represented by this book of Professor Carlton, and these efforts ought to be welcomed by elementary teachers, many of whom are quite as much in need of information about the organization of society as are the pupils in their classes.

A fourth book which deals with social problems of a familiar type was prepared and privately published by the superintendent of schools of Frontenac, Kansas. This book<sup>1</sup> is a description of a single community. It describes in detail the facts of community life well known to the superintendent and passes from this discussion to the broader problems of economic and social life. There is a good deal of the author's personal bias brought out, especially in the later chapters where he deals with educational problems. He evidently regards the distinction commonly made in college between Freshmen and Seniors as a thoroughly pernicious and undemocratic form of life. He spends a good deal of time detailing the sorrows of the Freshman who is roughly handled by upper classmen and points out that all this is intolerable under his definition of democracy. One has some difficulty in sympathizing with the author's extended comment along these lines. The fact is that democracy does not require that everybody shall be treated as equal from the beginning of life. The view of the present reviewer is that there are a great many Freshmen who are not yet prepared to be admitted to a democracy. They ought to be brought up by their elders in such a way that they will be able later to function in society with due regard to its responsibilities and privileges. Mr. Minckley's book is likely to send a group of high-school Seniors to college with a somewhat exaggerated notion of their personal rights.

The whole situation here commented on at length shows clearly the difficulty of teaching social studies in the schools without introducing some of the purely individualistic notions which are seriously going to embarrass these subjects as they come into the schools. There will be a very marked tendency, not only in such matters as have been considered in connection with this book but also in the broader treatment of labor problems and problems of social finance, to try out all sorts of schemes that are dear to the hearts of individual authors. The schools will have to go through this type of experimentation and the greatest caution ought to be exercised by makers of books and by users of books to see to it that the movement for social studies in the school is not jeopardized by a type of dogma that is as dangerous to this movement as it has been to the development of a broader spirit of religious tolerance.

A fifth book,<sup>2</sup> prepared by Messrs. Blaisdell and Ball, is familiar enough in its type but shows a growing interest in the personalities that help to develop our country. As supplementary reading for history classes or as general reading in the English course this book furnishes many stimulating illustrations of the struggles through which American civilization passed in its early years.

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*University co-operation in educational research.*—State universities have found it very advantageous in the development of their departments of education

<sup>1</sup> LOREN STILES MINCKLEY, *Americanization Through Education*. Frontenac, Kansas: L. S. Minckley, superintendent of schools, 1917. Pp. 304.

<sup>2</sup> ALBERT F. BLAISDELL and FRANCIS K. BALL, *Pioneers of America*. Boston: Little, Brown & Co., 1919. Pp. vii+154. \$0.65.

to get into close co-operation with the schools of their states. The Indiana University has for some years past published the results of co-operative researches many of which have used the standard tests throughout the state of Indiana. The yearbooks are the outgrowth of conferences held at the university, and they have done much to stimulate the wider use of standard tests and to supply school men in Indiana with the standards by means of which they can compare the work in their own schools with the work of schools immediately surrounding.

There are other examples of co-operative research in particular fields. Several states, for example, employed such tests as the Courtis tests and published state standards.

We now have a relatively new form of university co-operation which promises to develop indefinitely beyond that which can be provided by an annual conference or a yearbook. The University of Illinois has organized on an elaborate scale a bureau which is staffed more generously than such bureaus have been in the past and is supplied with the funds for publication and correspondence to an unusual degree. The first annual report<sup>1</sup> of this bureau, published under the direction of Professor Buckingham, gives a comprehensive survey of a large number of problems that are appropriate for co-operative research. The report also contains a list of the standard tests with enough discussion of each of the tests to indicate to users their special characteristics and the methods of employing them. This list has the virtue of being a selected list. It is not a mere statement of all of the different tests which are available; certain tests are picked out which can be directly applied to very definite problems.

The first part of the discussion in which Mr. Buckingham canvasses the problems which may properly be taken up by such a bureau is especially valuable because there are a great many school people who do not know what is expected of them when they are invited to participate in scientific inquiries about school problems. Mr. Buckingham has done well, therefore, to state the problem and invite consideration of it.

We cannot at this point make any complete quotations from the book, but one or two extracts may serve to show the stimulating way this report has called attention to vital problems.

"There is also evidence that children do not profit by repeating the work of a grade. Professor H. L. Smith of Indiana University in his 'Survey of a City School System' gives figures to show that children spending a second year in a grade do not obtain higher marks than they did during the first year. Our own investigations show that although teachers confidently expect children to do better work when repeating a grade—and indeed keep them back in order that they may—the majority of them fail to do so. While, therefore, it is true that in addition to children of higher-grade ability there are also children of lower-grade ability in every class, this is not in itself a sufficient reason for holding them back or for demoting them. It may be a reason for placing them in some kind of a special class better suited to their needs than the regular class. But it seems likely that the intellectual loss due to a repetition and the moral loss due to a sense of failure are the only inevitable results of a policy of holding children back or of demoting them." [Page 13.]

<sup>1</sup> "First Annual Report Bureau of Educational Research," *University of Illinois Bulletin Vol. XVII, No. 9*. Urbana: University of Illinois, 1919. Pp. 78. \$0.25.

"It is easy to maintain that reading is the most important subject which a child learns while at school. It functions in all his study and it is the one product of instruction which he will surely use in adult life. The amount of reading which both the child and the adult are required to do is very great and is increasing. Of the making of many books there is no end, and the time required to read them bulks surprisingly large in the life of a civilized human being. The literary or professional man must labor unceasingly to keep abreast of the work in his field. Even a child has his 'assigned readings,' and in addition to these he may investigate a large assortment selected by himself.

"Probably, therefore, no service which the school could perform would be more gratefully received or more instantly approved than the training of children to read rapidly without sacrificing comprehension. It is a matter of common observation that people differ widely in the rate with which they can read, and it is almost as generally recognized that those who read rapidly do not do so at a sacrifice of their understanding of what they read. There are indications also that almost anyone may be taught to read more rapidly than he is now reading." [Pages 17 and 18.]

"Early last year, Superintendent H. Q. Hoskinson, of Pinkneyville, Illinois, wrote the bureau requesting information as to standards for memory work in the elementary school. He wished to know what poems were suitable material for memorizing and also how much memory work ought reasonably to be required in each grade.

"Upon investigation it appeared that there was no literature bearing on this subject. This is rather remarkable since it is quite common to require certain passages to be memorized by children and one would suppose that the selection of these passages and the determination of the amount of memory work which ought to be imposed would have engaged the attention of investigators.

"Convinced therefore of the value of more information bearing on the questions raised by Superintendent Hoskinson, we decided to examine the courses of study of elementary schools with a view to finding out what the practice is in selecting material to be memorized. All the printed courses of study, amounting to about two hundred, which the bureau had on hand were examined to find out what provision was made for this sort of work. Most of the courses of study were silent on the matter, but fifty of them were found to embody usable material. It is at once evident that most of the literary material prescribed or suggested to be memorized consisted of poetry. For the time being, therefore, the study was made without reference to prose selections." [Page 23.]

Another report<sup>1</sup> of a co-operative bureau is that published by the University of Oregon under the authorship of Professor Gregory. This contains elaborate tables of results collected from cities of various sizes in tests on arithmetic, reasoning, language and grammar, reading, handwriting, and spelling. The volume will be useful as a handbook for any school superintendent or principal in the state who wishes to classify his pupils through a comparison with neighboring schools.

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<sup>1</sup> CHESTER ARTHUR GREGORY, "The Efficiency of Oregon School Children in the Tool Subjects as Shown by Standard Tests," *University of Oregon Publications*, Vol. I, No. 1. Eugene, Oregon: University of Oregon. Pp. 51.